

# NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated **Conditions of Assessment across all internal standards for Level 2 and Level 3**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

## Subject: All NZC subjects Level 2 & 3

The Conditions of Assessment across all Level 2 and Level 3 internally assessed standards have been updated to include clearer guidance about authenticity. Any changes to Standard Specific Conditions of Assessment will be shown separately within the pdf specific to the subject and level.

There are slight variations for subjects within the Health and Physical Education, Learning Languages, and Mathematics and Statistics Conditions of Assessments.

Note that Te Ao Haka updated Conditions of Assessment across Levels 1-3 can be found within the Te Ao Haka subject specific Assessment Materials PDF.

Product	What's changed?
Conditions of Assessment	An update to the section that sits across all NZC internally assessed standards to include clearer guidance about authenticity

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# NCEA Conditions of Assessment

## across all internally assessed standards

Subject:	All Level 2 and Level 3 NZC subjects in The Arts, English, Science, Social Sciences, and Technology Learning Areas
Achievement Standard:	All NZC internal Achievement Standards

## Conditions of Assessment

### for internally assessed standards

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

The learning centre's Assessment Policy and Conditions of Assessment must be consistent with NZQA's [Assessment Rules for Schools with Consent to Assess](#). This link includes guidance for managing internal moderation and the collection of evidence.

## Gathering Evidence

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles, and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the Standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed Standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs, or film), or a portfolio of evidence.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students, and be valid and fair.

## Ensuring Authenticity of Evidence

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Ensure that the student's evidence is individually identifiable and represents the student's own work. The evidence must be an accurate reflection of what the student independently knows and can do, according to the Standard being assessed. This includes evidence submitted as part of a group assessment, evidence produced outside of class time or without assessor supervision, and evidence produced with any use of generative artificial intelligence tools (GenAI). GenAI use should be carefully considered in the context of the Standard being assessed and its Conditions of Assessment, discussed with students before the assessment, and its use must be acknowledged. For example, an investigation carried out over several sessions could include:

- teacher guidance on the nature and extent of [acceptable GenAI use](#), if any
- assessor observations and conversations
- meeting with the student at set milestones or checkpoints
- the student's record of progress, such as photographic entries or any GenAI prompts used.

# NCEA Conditions of Assessment

## across all internally assessed standards

Subject:	All Level 2 and Level 3 Health and Physical Education subjects
Achievement Standard:	All Health and Physical Education NZC internal Achievement Standards

## Conditions of Assessment

### for internally assessed standards

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

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It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed Standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs, or film), or a portfolio of evidence.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students, and be valid and fair.

Where all, or a significant part, of the evidence for assessment is presented orally, this will need to be recorded (audio or video) and annotated for in-school and national moderation purposes. Note that the judgement made about the quality of the work is not made on the quality of the 'oral performance' but the meaning inherent in the verbal presentation (or in the written notes

students will likely prepare to support the presentation).

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# NCEA Conditions of Assessment

## across all internally assessed standards

Subject:	All Level 2 and Level 3 Learning Languages subjects (including Te Reo Māori)
Achievement Standard:	All Learning Languages NZC internal Achievement Standards

## Conditions of Assessment

### for internally assessed standards

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

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Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

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# NCEA Conditions of Assessment

## across all internally assessed standards

Subject:	Level 2 and Level 3 Mathematics and Statistics
Achievement Standard:	All Mathematics and Statistics NZC internal Achievement Standards

## Conditions of Assessment

### for internally assessed standards

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

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Many of the standard titles use the wording "...in solving problems". It is important to note that acceptable evidence could come from a partially successful solution to a problem. Communication of the process of solving a problem may yield the required evidence of thinking, even though a correct final solution to the problem is not obtained.

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